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ABSTRACT

This collection of papers explores various aspects of strategic planning at Linn-Benton Community College (LBCC). First, an overview is presented, clarifying what strategic planning is not and describing the strategic planning at LBCC and its objectives (i.e., to develop a plan utilizing community and internal assessments that can be developed into an action plan for the campus programs, to develop mechanisms for community involvement in planning, and to establish a financial plan that follows the strategic planning process). In addition, the overview identifies the four internal and external groups involved in the planning process and their roles. Next, a profile of LBCC as an institution in transition is presented, focusing on changes in the United States, in Oregon, and at LBCC. Then, environmental trends and planning assumptions that will affect LBCC are outlined in the areas of governance, finance, curriculum, student services, teaching/learning, staff development, students/enrollments, social and economic trends, job outlook, and outreach/public relations. A report on a survey conducted to prioritize college goals as a means of informing decisions about budget cuts is followed by a series of recommendations concerning the programs, services, and curriculum of the college. Finally, a chart is presented, identifying the programs at LBCC as declining, stable, or experiencing moderate growth. (HB)

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STRATEGIC PLANNING

FOR

LINN-BENTON COMMUNITY COLLEGE

PRESIDENT'S PERSPECTIVE

1/30/84

Thomas Gonzales

and

John Keyser

LINN-BENTON COMMUNITY COLLEGE

Albany, Oregon

JC 840 271

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STRATEGIC PLANNING AT LBCC

Our primary purpose or business at LBCC is helping people achieve their full potential through the type of services we can offer given the stark problem of dwindling financial resources. Providing a quality education is the most significant contribution we can make to develop or maximize the human resource potential in Linn and Benton Counties.

The challenge to be successful in this endeavor is becoming more difficult due to the uncertainty that surrounds the college and we must find new ways to plan and cope with these changes. LBCC has been in a period of transition for the past three to four years due to changing conditions on the local, state and national scene. In order to deal effectively with these dramatic changes, LBCC is incorporating a strategic planning process as a part of the overall managerial functions of the institution. This approach differs somewhat from the traditional long range planning models typically used in educational institutions.

Planning is a necessary part of management and has been divided into special areas such as facilities, construction, finances, instruction and curriculum which includes staffing and management staffing with prescribed functions. All too often a long range plan is developed as the culmination of the work of a committee or full time planner to be placed on a shelf and not utilized because it becomes outdated as conditions change. As conditions have changed in the past four years, it is imperative that the LBCC management utilize planning techniques to stabilize a quality community college in a highly unstable environment. Strategic planning is a process and an imperative for management to consider when faced with making decisions and planning for the future. First let me describe what strategic planning is <u>not</u>:

1. It is <u>not</u> the production of a thick document which everyone should follow. Strategic planning involves an ongoing adjustment to changing conditions.
2. It is <u>not</u> a set of non-obtainable goals written in educational jargon.
3. It is <u>not</u> the personal vision of the President or Board. It will include the perception of the President and Board and will not exclude the consideration of the environmental realities facing the college.
4. It is <u>not</u> merely a collection of departmental plans.
5. It is <u>not</u> accomplished by full-time planners. It involves a top down approach and utilizes input and review from staff, faculty and citizens.
6. It is <u>not</u> a substitution of volumes of data for decisions. Data with the use of forecasting is needed in the analysis of arriving at strategic decisions.

7. It is not a form of surrender to the market trends and conditions. It does not entail giving up basic stands to get taxpayers to vote for increases but it does require boards and managers to be aware of the changing community conditions.
8. It is not a way of eliminating risks.
9. It is not something done on an annual retreat. It is an ongoing continual activity throughout any given academic year.
10. It is not an attempt to outwit the future but an effort to make the year's decisions more intelligently by looking at the future to form an overall institutional strategy.*

*Taken from George Keller's book "Academic Strategy - Management Revolution in Higher Eduction"

Strategic planning or decision making incorporates an analysis of the external environment and focuses on keeping the institution in step with the changing environment. It requires a careful inward review of the campus and a review of the outside world.

Strategic Planning Process for LBCC

This past year LBCC management completed a rough draft of a strategic plan utilizing a set of planning assumptions. This draft will form the basis for future refinement and review by a Blue Ribbon Citizens Committee and the Institutional Advisory Council. In addition to this plan, information compiled by the market research consultant and additional statistical information will be utilized to assist in formulating strategic decisions with respect to the future of LBCC. A comprehensive review of the role and mission was accomplished this past year and a review of the instructional programs was completed.
While LBCC has taken a good look at itself internally, much needs to be done in assessing the external environment. A marketing research consultant has been selected to gather necessary information from the community to assist the LBCC management team and Board in arriving at strategic decisions.

The LBCC strategic planning process will utilize input and information from a variety of sources both internal and external to the college. The primary responsibility of the planning process will be given to the administrative planning team. The objectives will be as follows:

a) To develop a strategic plan utilizing community and internal assessment which transfers into an action plan for campus programs.
b) To develop an ongoing mechanism for community involvement in planning.
c) To develop a financial plan that follows the strategic planning process.

The planning will be a collaborative process of four groups: (1) administrative staff, (2) community advisory council (Blue Ribbon Committee), (3) Institutional Advisory Council, and (4) Board planning committee.

1. Administrative Staff - This group will be responsible for the necessary research and development of position papers to facilitate discussion among the groups. This group will coordinate the total effort of strategic planning.
2. Institutional Advisory Council - This group's membership is made up of students, faculty, classified and administration. The group serves as an extension of the administration and its primary responsibility will be to develop the "planning assumptions and guidelines" for the coming year. These assumptions will be incorporated into the strategic planning process.
3. Board Planning Council - This group will consist of three members of the Board to work with the President's Council for revision and discussion of the position papers and work of the IAC. A summary of these efforts will then be submitted to the Community Advisory Council.
4. Community Advisory Council (Blue Ribbon Citizens Committee) - This group will be appointed by the Board which will act as a review and "sounding board" to the Board of Education. The committee's work is advisory only and will provide valuable input to the college and Board.

This process and work of these committees takes place simultaneously and it is important to view this process from that perspective. It is not a step by step linear process. The process requires open communication and consensus toward the end result of strengthening LBCC and providing for its future.

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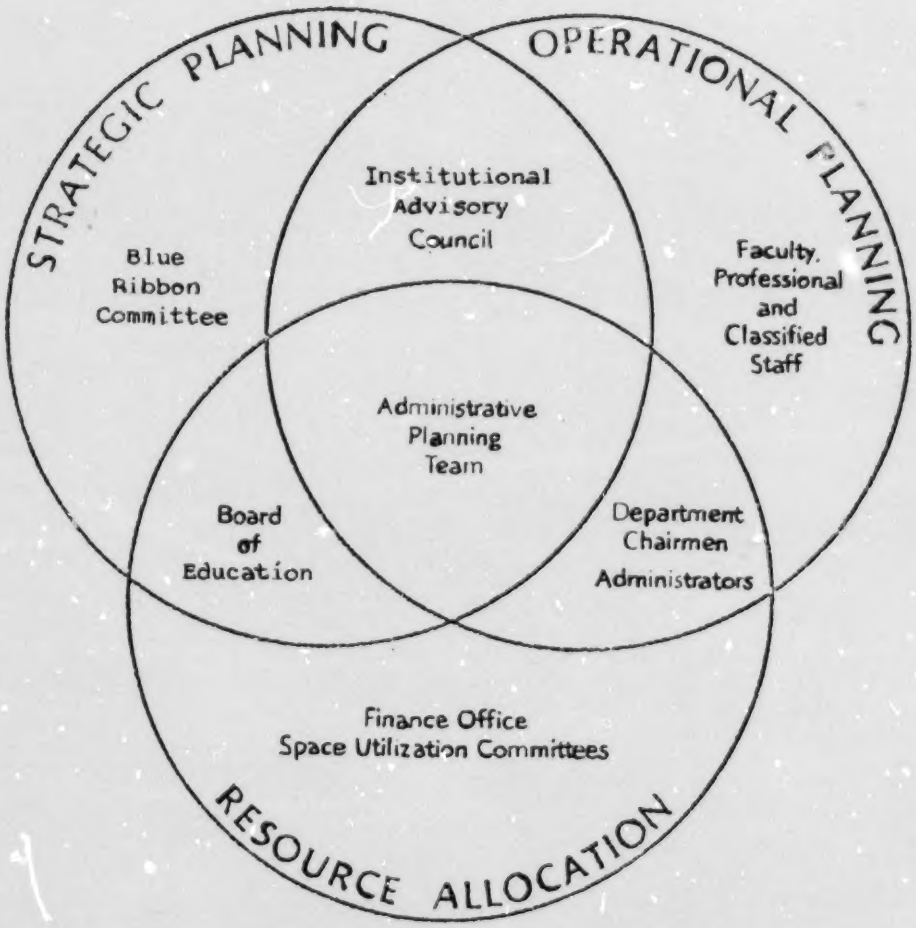
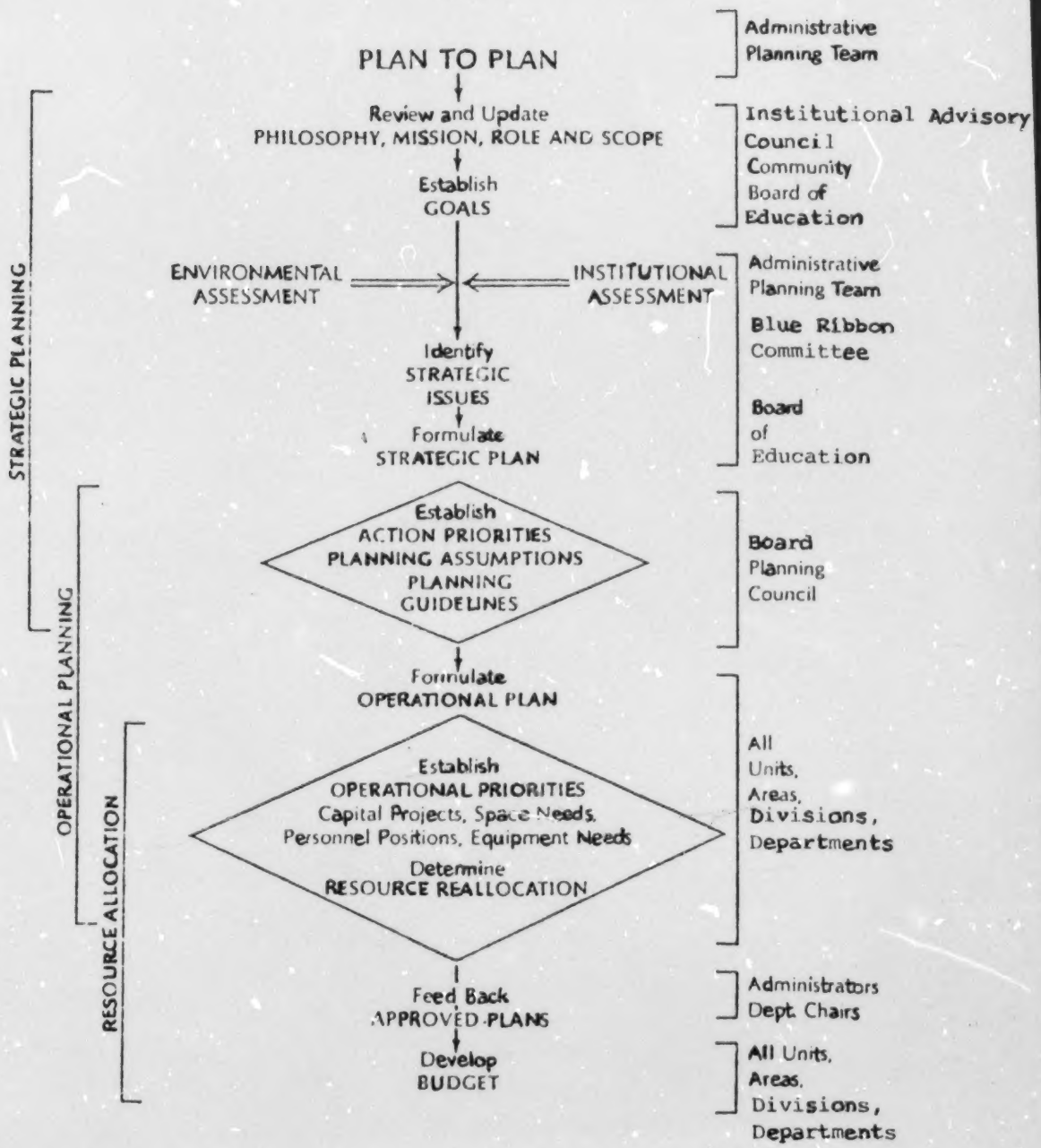

STRATEGIC PLANNING
OPERATIONAL PLANNING
RESOURCE ALLOCATION
Blue Ribbon Committee
Institutional Advisory Council
Faculty, Professional and Classified Staff
Administrative Planning Team
Board of Education
Department Chairmen Administrators
Finance Office
Space Utilization Committees


PLAN TO PLAN
Administrative Planning Team
Review and Update
PHILOSOPHY, MISSION, ROLE AND SCOPE
Institutional Advisory Council
Community Board of Education
Establish
GOALS
ENVIRONMENTAL ASSESSMENT
INSTITUTIONAL ASSESSMENT
Administrative Planning Team
Blue Ribbon Committee
Identify
STRATEGIC ISSUES
Formulate
STRATEGIC PLAN
Board of Education
STRATEGIC PLANNING
Establish
ACTION PRIORITIES
PLANNING ASSUMPTIONS
PLANNING GUIDELINES
Board Planning Council
OPERATIONAL PLANNING
Formulate
OPERATIONAL PLAN
Establish
OPERATIONAL PRIORITIES
Capital Projects, Space Needs,
Personnel Positions, Equipment Needs
Determine
RESOURCE REALLOCATION
All Units, Areas, Divisions, Departments
RESOURCE ALLOCATION
Feed Back
APPROVED PLANS
Administrators Dept. Chairs
Develop
BUDGET
All Units, Areas, Divisions, Departments

STRATEGIC PLANNING
OPERATIONAL PLANNING
RESOURCE ALLOCATION
Goals,
Directions,
Policy
Positions
Program and
Human Resource
Strategies
Assessment,
Objectives,
Activities
Information Base
Planning Assumptions
Planning Guidelines
Action Priorities
Financial
Strategies
Approved
Objectives
Operational
Priorities
Space Allocation
Personnel Assignments
Budgets

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LBCC: PROFILE OF AN INSTITUTION IN TRANSITION

PRESIDENT'S PERSPECTIVE

There has been a drastic change in societal conditions that surrounds and impacts the educational institutions of this nation in the last decade. The dramatic shift from the resource availability and growth of the 1970's to a lack of financial resources and enrollment decline of the 80's has forced many educational institutions to modify their missions. Some colleges have ceased to exist as a result of the turbulent changes in the environment. We are truly in a state of transition and are highly dependent upon several external variables as we look in to the future. This set of conditions creates a state of uncertainty which impacts every level of education. Now is the time for us to address these changing conditions and strategically plan for our future.

I would like to highlight the significant changes that are occurring on the national level.

- The number of high school graduates is expected to drop by 25% through 1994. This factor will cause enrollment shifts among two-year and four-year colleges. This drop, coupled with a population which is living longer, will impact the type of curriculum colleges will need to design.
- The last decade is viewed as the most significant decade for immigration to the U.S. These new populations are primarily non-native speaking and many lack the skills to compete for employment.
- Many college graduates with four-year degrees are returning to the community colleges for technical degrees to help them compete in the labor marketplace.
- The escalation of collective bargaining among colleges and universities will constrain the colleges' ability to respond to these changing conditions.
- As the world shifts from an industrial society to an information society, a redistribution of the world wealth will follow. The U.S. is no longer perceived as having the highest standard of living. Some cities, colleges and government agencies are filing for bankruptcy.
- Many students are resorting to other methods of training outside the college and university system. This shift will place added pressure on the educational institutions to review their overall scope and mission.

• Social and economic systems are becoming more international in scope and there is a shift to service-oriented occupations. Agriculture now occupies less than four percent of the labor market.

• New computer and telecommunication technologies have introduced a new level of challenging opportunity for community colleges.

The recent national recession has made a significant impact on the state of Oregon, creating many new factors for Boards of Education to consider in their planning. There has been an outmigration of approximately 44,000 people from the state in the past 24-26 months. This trend is expected to reverse itself in the future; nonetheless, it creates a short-term problem for the state. A majority of higher education institutions have suffered declines in enrollments and a small number have temporarily stabilized their enrollments. Educational institutions are now competing for fewer financial resources in an economy which has been overly dependent upon the timber industry. Oregon is expected to recover at a slower growth pace when compared to the rest of the nation.

There is a lot at stake for Oregon citizens as the legislators attempt to resolve the state's fiscal uncertainties. Community colleges are experiencing defeats at the ballot box for increased property tax revenues to offset declining state resources. Shrinking state revenues, property tax defeats and increasing cost of education have placed Oregon's community colleges in a state of compression in the past three to five years. Increased demands for new jobs with new training requirements, coupled with an increase in unemployment, create additional complications for community colleges. The pressure to respond to the needs of the community with reduced resources jeopardizes the open-door concept of these two-year institutions.

Linn-Benton Community College enjoyed a pattern of continued growth since its inception. The most significant growth period took place from 1976 through 1981. While Oregon community colleges grew at a rate of 18% during that five-year period, Linn-Benton Community College grew 46%. LBCC was by far the fastest growing community college in Oregon up until fall, 1981. This growth pattern was reflected throughout the institution as outlined in the six-year, long-range plan. LBCC was quite successful in increasing the enrollment pattern and obtaining the additional funds from the property taxpayers, state, and students to meet the demand which this growth created.

The pattern of growth and resources shifted dramatically in 1981 as the economy and external conditions changed. LBCC was finding itself compressed between internal competing units for resources and reduced resources at the community, state and national levels. At this point, the college had to reconcile itself with the changing external conditions. As a result of repeated levy defeats, high unemployment in Linn and Benton Counties, decline in the Oregon economy, reduced state appropriations and enrollment declines, the college was forced to reconsider its options and alternatives in addressing the economic plight of Oregon.

The president asked several questions in assessing the college's ability to respond to the external changes which resulted in some internal adjustments. I asked the college to reassess its role and mission in light of these changes and clarify the mission of the college so that it would be understood by the staff and public. This review resulted in cross-campus dialogue and action by the Board of Education to adopt the refined role and mission statement. The organizational structure was modified as an initial transition plan to deal with the changing environment. The purpose of the structural realignments was to a) increase the efficiency, productivity and accountability among the management positions in the utilization of human and fiscal resources; b) provide more accessibility by the faculty, students and classified to the communication system; c) refine managerial processes; d) maximize managerial teamwork; and e) enhance the quality of instruction.

Communicating with the public about the college was considered a high priority. There has been an increase in the staff awareness of this priority and more staff are becoming key communicators for the college.

This past year many questions were asked about our instructional programs: Do we have the proper balance of programs for this changing set of conditions? Can we modify our curriculum to meet training requirements which may be different from the training being offered? Are the faculty prepared to adapt should it be necessary to do so? How do we assure and increase the quality of our programs in light of these changes? These questions led to the college's first cross-campus review of all instructional programs to place the programs in order of priority consistent with the revised role and mission statement. This review incorporated continuous dialogue within the college and analysis of enrollments, staffing, curriculum, job market, budget and program impact.

Human and fiscal resource management were reviewed and many recommendations were made by various cross-campus committees. Many of the decisions in these areas were the result of the committee's recommendations. The budget process has been refined to reflect the non-predictable fiscal events endemic in the external environment. Property taxpayers' sentiments and the legislature's inability to deal with the complex issues of tax reform have made fiscal-contingent planning a necessity. We have clearly been in a condition of transitional short-term planning to meet the unstable conditions. LBCC did not have a plan with understood mechanisms for dealing with fiscal and enrollment decline. We have withstood the pain of reductions for two successive years while preserving the quality of instructional staff and working environment.

We are at a point in this transitional phase where we must collectively work together amidst differences of opinion and external diversity to strategically plan for our immediate future. The strategic planning process outlined in a separate paper provides the opportunity for input before major decisions are made in the event we have to make further budget cutbacks due to voters' choices on levies or a ballot measure #3. We have accomplished a great deal in the past 24 months to cope with the reality of economic uncertainty, yet we must continue to reach as much consensus as possible as we clarify our future role and stabilize our institution in this unwieldy environment.

3/19/84

ENVIRONMENTAL TRENDS AND PLANNING ASSUMPTIONS

Following is a list of environmental trends as well as planning assumptions that will impact Linn-Benton Community College and need to be considered in plotting a future course for the college. They are grouped into 10 categories for easier discussion.

1. GOVERNANCE

* Oregon is at a turning point in deciding who will control community colleges. 1984 could be the deciding year depending on the result of the Sales Tax/Property Tax Relief vote and the "Son of 3." It seems likely that the state will increase its control over the community college.

* Public education will continue to experience organizational stress because of limited resources.

* The continuing shift from a representative to a participative democracy will challenge organizational structures to include more people in the decision making process. The collective bargaining process in higher education will move toward the problem-solving mode and away from the adversarial mode.

2. FINANCE

* Federal funding for community college programs will be increasingly targeted, i.e., job training, school dropouts, economic development, math and science development, etc.

* College operational costs will be consistent with relevant economic trends.

* The college will continue to maintain cost effectiveness.

* Resources for capital improvements and additions will be limited.

* Alternative funding sources for innovative projects will become increasingly important.

* There will be no college-wide (net) increase in staffing for 1984-85.

3. CURRICULUM

* General education requirements will take on increasing importance within the community college curriculum.

* There will be a much closer relationship between the liberal arts and vocational-technical education.

* A rapidly changing technology will cause an increased need for retraining and upgrading.

* There will continue to be increased commitment to information processing and computer literacy.

* Continuing transformation from a national to a global economy will require increased emphasis on international education in all curriculums.

* The Oregon higher education strategic plan is likely to create more demand for transfer courses and programs beginning in three or four years.

* JTPA State Job Training Coordinating Councils will take on an increasing significance for all vocational education and job training.

* The changing job market, the impact of the job training partnership act, the change in the unemployment compensation law (to allow beneficiaries to enter a training program) and the continuing unemployment in Linn County will create an increased demand for short-term training programs.

* Business and industry emphasis on productivity will necessitate similar emphasis on college curriculum.

* The relationships between high schools and community colleges will cause more learning opportunities for high school students at the community college level.

* High technology will reduce the length of the work week, creating a need for more hobby and leisure classes.

* Increased life expectancy will cause expanded program offerings for older persons.

* Expanded community service classes and integration of conservation into vocational courses result from emphasis on energy conservation and consciousness.

* New courses in self sufficiency and preventive medicine will be requested because of a desire to control well being.

4. STUDENT SERVICES

* Mail in and telephone registration will emerge.

* There will be a trend toward more mandatory advising and placement in courses.

5. TEACHING/LEARNING

* A critical shortage of teachers for business, science and health courses will require recruitment incentive, use of part-time industry personnel, expansion of co-op work experience and OJT. Experiential learning will continue to be important requiring positive contacts with business and industry.

* Alternate instructional technology, particularly telecommunications and computerization, will have an increasingly important impact on the system we use to deliver instruction.

* Performance-based/individualized learning systems will be more widely used.

* Community colleges will face increasing competition from business and industry in the delivery of vocational training, from four-year colleges in the delivery of transfer courses and from other organizations in the delivery of some community education offerings.

* An increased percentage of community college students will transfer (and transfer successfully) to four-year colleges and universities.

* Promoting student success will continue to be an important goal.

6. STAFF DEVELOPMENT

* There will be less faculty mobility based on increasing age of general population and limited outside employment possibilities. This will cause a need for more staff development and early retirement incentives.

* An expanding technology and a rapidly changing world will require review and evaluation of existing programs and services, development of new programs, and continued provision for staff development. The college has a social responsibility to note long-range staffing changes and to provide counseling and/or training opportunities to staff members affected by such changes.

7. STUDENTS/ENROLLMENTS

* Enrollments will level out. However, composition of the student body will change due to aging population and increased need for retraining and upgrading. In Oregon, the full-time/part-time mix of postsecondary enrollments has changed since 1978, particularly in community colleges where full-time enrollments grew 20 percent over the following four years, while part-time shrank 8 percent. Major shrinkage took place in 1981 and was probably a result of budget cuts.

* Statewide enrollment in community colleges will maintain a rather consistent relationship with the state's population.

* The economy will improve slowly, causing community college enrollment characteristics to begin moving back to those of the "pre-recession" years by 1986-87.

* Many students with bachelor degrees and higher are returning to community colleges to obtain technical degrees.

* Enrollment in two year public institutions is projected to remain constant between 1981 and 1988, while enrollment will decline in:

two-year private (-3.1%)
four-year public (-8.4%)
four-year private (-8.1%)

* The college will maintain its market share with an anticipated enrollment of between 3900 and 4300 annual FTE and that enrollment will be directly affected by the college's economic resources.

8. SOCIAL/ECONOMIC TRENDS

* The country is continuing to change from an industrial society to an economy based on the creation and distribution of information.

* There will be a continuing need to maintain a balance between technological developments and human contact and personal relationships.

* The nature of the American family has changed due to working women, single parents, etc.

* America's population is aging, leading to a shift in the focus of political, economic and social influence.

* There has been a redistribution of the world wealth. The U.S. is no longer considered to have the highest standard of living. Many U.S. cities and government agencies have faced declining resources and filed for bankruptcy.

* There has been an outmigration of 64,000 people from Oregon during the past 3 years.

* The last decade is viewed as the greatest decade for immigration to the U.S. These immigrants are primarily non-native speaking and lack skills to compete for employment.

* Problems confronting Oregonians because of the long-term economic conditions are reductions in taxes, competition for available resources and less affluence generally.

* Continuing education for middle aged adults will be one of the nation's largest growth industries.

* The idea that education is an autonomous function will become obsolete.

* There will be a continuing concern for the quality and productivity of public education.

* There will continue to be an increase in cooperation between business and education. Education incentives from the private sector will increase.

* More attention will be given in each state to job creation, with special emphasis upon small businesses and entrepreneurship.

* Community colleges will have a greatly increased role in job training.

* The voice of community, technical, and junior colleges will be heard in the 1984 presidential campaigns and election.

* Inflation is expected to average 4% to 6% annually from now through the end of the 1980's.

* Economic recovery will continue but be slower than normal.

* High school graduates are expected to drop by 25% through 1994.

* In the period from 1970 to 2000 the 25-64-year-old age group is projected to increase 50.1%.

* 58.5% growth is projected for the 65-and-over cohort between 1970 and 2000.

9. JOB OUTLOOK

* The trend is away from assembly line jobs toward ones requiring a higher degree of literacy.

* The associate degree will become a preferred requirement for many mid-level technical occupations.

* Employment hiring will tend to be more merit-based rather than affirmative action based.

* The largest numbers of new jobs will be found in the following occupations.

OCCUPATION	GROWTH IN EMPLOYMENT IN THOUSANDS, 1978 - 1990
Janitors and Custodians	871.2
Nurses' Aides and Orderlies	594.0
Sales Clerks	590.7
Cashiers	545.5
Waiters/Waitresses	531.9
General Clerks, Office	529.8
Food Preparation and Service Workers, Fast Food Restaurants	491.3
Secretaries	487.8
Truckdrivers	437.0

Nationally, the most rapidly growing occupations are as follows:

MOST RAPIDLY GROWING OCCUPATIONS

OCCUPATION	PERCENTAGE GROWTH IN EMPLOYMENT 1978-90	NUMBER OF NEW JOBS BY 1990
All Occupations	22.5	21,880,000
Data Processing Machine Mechanics	147.6	86,572
Paralegal Personnel	132.4	29,210
Computer Systems Analysts	107.8	202,857
Computer Operators	87.9	151,100
Office Machine and Cash Register Servicers	80.8	40,888
Computer Programmers	73.6	153,051
Aero-Astronautic Engineers	70.4	41,315
Food Preparation and Service Workers, Fast Food Restaurants	68.9	491,800
Employment Interviewers	66.6	35,179
Tax Preparers	64.5	18,997

10. OUTREACH/PUBLIC RELATIONS

* We will continue to develop cooperative relationships with other social, educational and governmental agencies and with business, industry, and economic development efforts.

* There will be a much closer working relationship between high schools and community colleges.

* Accountability and quality will be demanded of all public agencies requiring full disclosure of costs, increased research and monitoring of all programs.

* Continuing to provide basic community services and public information services will enhance the use, understanding, and support of the college by district residents.

* Each part of the college community will have to engage in effective marketing and the college will have to continue to develop a more extensive public information effort.

BUDGETARY DECLINE: ASKING THE RIGHT QUESTIONS

Warren Bennis maintains that one of the primary functions of leaders is to ask fundamental questions about the purpose and direction of their organizations.[1] He suggests that this ability to ask the right questions is one of the important factors which distinguishes a leader from a manager. Characteristically, managers have a preoccupation with the functions of organizational maintenance which often dilutes attention given to the most difficult questions which organizations must confront.

In Oregon, as in many other states, community college leaders are being challenged by diminishing resources. State support for full-time equivalent students (FTE) has declined from nearly 45% of several years ago to just over 30% in the present year. Although tuition has been raised substantially to cover approximately 20% of the FTE cost, local community college districts are being asked to pay a higher share (up to 50%) of this cost. When some of these districts are experiencing unemployment rates of over 12 percent, it is understandable why taxpayers in local districts are reluctant to agree to higher property taxes to offset decreasing state support (through annual local property tax levy elections). Leaders at several colleges in Oregon are confronting this predicament by asking questions which yield information on which contingency plans for a reduced budget can be made.[2]

At Linn-Benton Community College, the first question asked by President Tom Gonzales was: "What are college priorities as expressed in the mission and goals statement?" He established an ad hoc committee to review and update the mission statement and to revise the goals with relative importance placed on each. After intensive deliberation which involved representatives

from all segments of the college, priorities were recommended to and approved by the college board. These priorities were vocational programs (highest), lower-division transfer offerings, developmental/remedial education, and community education/adult enrichment (lowest). Setting priorities of mission challenges the importance traditionally assigned to all functions of the community college. However, as a recent report of the California Postsecondary Education Commission stated, "Choices will have to be made and priorities set, or the result will probably be to do everything less well and some things unsatisfactorily."[3]

The ad hoc review committee and the board accepted these priorities while affirming the value of the comprehensive community college. It was understood, for instance, that although community education/adult enrichment was a lower priority, this area made an important contribution to maintaining a balance of services to the district.

The prioritization of college goals provided the conceptual framework for the instructional office to begin a process of prioritizing all vocational programs and disciplines (clusters of similar courses) within each of the four areas. To accomplish this, the following questions were formatted on a questionnaire and assigned weighted answers based on a five-point scale.

1. What is the relationship to the board-established mission priorities?

This question followed from the board-defined priorities in their revised mission statement. Six categories were used (in descending order of importance): Vocational/technical (preparatory); lower-division transfer (core); developmental/remedial; vocational/technical (supplementary and apprenticeship); lower-division transfer (noncore); and adult self-improvement.

2. What is the instructional cost per full-time equivalent student (FTE) in each of the program areas?

All programs or clusters of similar courses (like all anthropology courses or all writing courses) were rated according to costs derived from a computer cost report which included all direct instructional costs. Five cost categories were created: Above $1,750; from $1,500 to $1,750; from $1,250 to $1,499; from $1,000 to $1,249; below $1,000.

3. What is the demand for this program or cluster of courses?

Managers answered this question for the programs they supervised, using these categories: Demand below courses offered; demand marginally below courses offered; demand equal to courses offered; demand greatly exceeds courses offered.

4. What is the employment outlook for graduates of this program?

This question had these categories for answers: Supply much greater than demand; supply slightly greater than demand; supply and demand approximately even; demand slightly greater than supply; demand much greater than supply.

Instructional managers usually can attach relative values to the programs they supervise with little difficulty. Job market statistics can be collected through the placement office to create an even stronger data base.

5. What percent of former program students are working or studying in the field for which they trained?

Data to answer this question can be collected from followup surveys and/or consultation with instructors.

Categories in 20 percent increments were used to answer this question. For instance, the first answer of five choices: "0-20% of former students are working or studying in their field."

6. What is the enrollment retention rate for this program?

A computer printout displaying the retention rate in each course was used to answer this question. Answers were put in five categories beginning with "under 60% retention rate" and ending with "above 90% retention rate."

7. What are the sunk costs (the degree of capital investment) in this program?

Facility and equipment inventory data provided the basis for answering this question. Answers were put in these categories: Insignificant capital investment (<$25,000); slight capital investment ($25-75,000); moderate capital investment ($75-150,000); high capital investment ($150-250,000); very high capital investment (>$250,000).

8. What are the anticipated future sunk costs for this program?

Planning documents or best guesses about the future were used in answering this question. Categories similar to the ones in #7 were used.

9. Where else is this program available?

Answers to this question fell into four categories: In-district through other institutions; in-state; in the Northwest; outside the Northwest.

10. Is maintaining this program important to complying with federal or state regulations (affirmative action, Title IX, handicapped)?

A small number of programs will have a negative impact on compliance and this factor needs to be considered.

11. What student purpose does the subject mainly serve?

This question was arrived at by determining if the subject area was used primarily to meet college-wide requirements, major requirements, or elective requirements.

12. How many delcared majors are there in the subject?

This question and the next question are pertinent to the lower division transfer area.

13. If the subject were eliminated, what alternatives, within the main purpose of the subject area, would students continue to have available?

Each division director rated each program for which he had direct responsibility and worked closely with his faculty members in the process. For comparison purposes, members of the Management Council also went through this rating process. The result was two prioritized lists. The first one prioritized programs or clusters of similar courses by each division. The second one prioritized programs or clusters of similar courses according to vocational, LDC, developmental and community education. Particularly in community education, some analysis was necessary to define the clusters of similar courses.[4]

Asking these questions openly and encouraging deliberation from all segments of the college community is a process with several advantages. First, it constitutes a self-audit of programs and services which leads to additional review. For example, the information yielded in aswering the questions provides the basis for the annual program review process and is a valuable input to the annual planning process. Second, the process led to a clearer understanding of each of the four basic instructional areas and its importance to comprehensiveness. Thinking in terms of these four areas rather than the six instructional divisions and the nearly 20 instructional departments was a means of placing discussion in a mission-oriented context. Keeping priorities separated by the four instructional areas avoids the difficulty of comparing lower division

transfer courses with vocational programs. If such comparisons are attempted - an apples vs. oranges standoff is sure to develop. Third, the process provided a mechanism for involvement that dissipated the suspicion that arbitrary and capricious deliberations were taking place benind closed doors. The process helps avoid what Bennis calls the "fait accompli effect" which occurs when a decision is made of some relevance to a group and that group hasn't been consulted. This effect can be detected because of the howls of anger. Negative impact of the fait accompli effect can be minimized if people are informed of the rationale and included in the process. Fourth, this process was an excellent vehicle for informing the board and other interested constituencies that a system was being employed to generate the most pertinent information.

Predictably, how this information would be used constituted the greatest source of anxiety and concern. Throughout the process, it was emphasized that any prioritization list would be interpreted cautiously. It was underscored that such a list would serve as one additional input to insure that decisions were based on the best available information. It was also stressed that this prioritization constituted a vertical analysis and that a horizontal analysis was also being made. The horizontal analysis was a careful reviewing of all line items in the budget to determine where economies could be realized. In other words, even if welding is a high priority program, what are the least important items in its budget? Ultimately, information yielded from this process must be used judiciously by instructional leaders in making recommendations to the top executive. Finally, and most importantly, the importance of instruction was underscored again and again by the President. He made it clear that in a reduction mode our raison d'etre, serving students with quality instruction, would be protected as much as possible.

The greatest value in using these questions in a systematic and uniform manner and involving all managers and faculty in developing consistent answers is not so much the product (or priorities) but the process. Leaders, as Bennis states, are essentially educators, defining the underlying issues to problems. The current problem of diminishing resources is obvious, but the underlying issue becomes more apparent to organizational members when a process such as the one described stimulates focus on the critical issue. The critical issue is one of maintaining high quality instructional programs and services in spite of tightening resources. And parallel to this, if community colleges must become smaller to maintain their excellence, leaders must make decisions of contraction which are carefully conceived and convincing to board members and other constituents.

NOTES AND REFERENCES

[1]Bennis, Warren, from a series of five audio cassettes entitled "Warren Bennis on Leaders an Endangered Species?" AMACOM, a division of American Management Associations, New York, 1975.

[2]Mt. Hood Community College in Gresham, Oregon, and Lane Community College in Eugene, Oregon, have developed similar systems to the one described in this paper. Two seminal papers by Drs. Stevenson and Walleri are available on this topic. Mike R. Stevenson and R. Dan Walleri, "Financial Decision Making in a Period of Retrenchment." In New Directions for Community Colleges: Improving Decision Making, M. Mehallis (Ed.), No. 35. San Francisco: Jossey-Bass, September, 1981. Mike R. Stevenson and R. Dan Walleri, "Budget Unit Analysis in an Era of Retrenchment: The Interface Between Financial and Program Evaulation." Available through the authors at Mt. Hood Community College, 26000 S.E. Stark St., Gresham, OR 97030.

[3]California Postsecondary Education Commission. Missions and Functions of the California Community Colleges. One in a Series of Staff Papers for Discussion. Commission Report 81-14. Sacramento, California Postsecondary Education Commission, 1981.

[4]More detailed information on prioritization within community education is available from the author.

INSTRUCTIONAL POSITION PAPER
RESPONDING TO THE FUTURE

I. Overview

LBCC should continue to provide a high-quality, comprehensive curriculum within available resources. The curriculum should continue to reflect LBCC's initial charter and include courses and programs in these areas: Vocational, lower division transfer, developmental/basic skills, and adult enrichment/community education. In addition, student services, and library services should continue to provide quality support for courses and programs.

LBCC should continue to follow the fundamental principles of extending educational opportunity to the residents of Linn and Benton Counties. This principle is based on providing maximum access for district residents to realize their fullest potential for job placement, job advancement and informed and active citizenship.

Maximum access means providing educational service at a time, a place, and a price which is appropriate to the diversity of needs and intents of the people of Linn and Benton Counties. This should continue to be achieved through the operation of outreach centers in Albany, Sweet Home, Lebanon and Corvallis; through tuition rates that are affordable for district residents; and through flexible evening and day-time scheduling.

LBCC should continue to be an open-door college, allowing entry to any post-high-school-aged adult of the district. The college should continue, however, to set its standards high and adhere to the principle that student success is partially based on prerequisite skills for certain programs and courses.

Because of its accessibility, its size, its variety of programs, its emphasis on teaching and learning and its excellent physical plant, LBCC offers a unique educational opportunity for district residents.

II. Nonprioritized recommendations for the future: (All of these are based on the assumption that sufficient levels of resources will be available.)

A. LBCC recently merged the counseling and developmental education departments into a single division for the purpose of being more effective and efficient in assessing students' entry-level skills and placing them in courses appropriate to their skill-level development. This effort to place students in courses appropriate to their skill level should be continued, and resources may need to be allocated or reallocated to achieve higher rates of student success through this effort.

B. LBCC recently established an instructional standards committee to assist in bringing campus-wide focus to the establishment of clear, equitable and high performance expectations for students. LBCC should continue its efforts to establish high performance standards for students.

C. A changing job market will require that new programs be developed and outmoded programs be phased out. New programs being studied are: Computer Center Operations, Medical Office Assistant, Electrical-Mechanical, and Data Entry Clerk.

D. The Community Education division is structured to act flexibly to meet the changing adult education needs of Corvallis, Albany, Sweet Home and Lebanon. This instructional effort should continue to serve the "non-traditional" needs of these constituents.

E. In the last several years, LBCC has expanded its capacity to deliver computer-related instruction. The instructional computerization effort should be continued to insure that LBCC remains current with this rapidly-evolving technology.

F. In the last several years, LBCC has experimented with the offering of courses by television as an alternative to traditional classroom instruction. Instruction by television should be continued if costs can be maintained at a level comparable to traditional classroom instruction.

G. Instructional capital needs have been identified and proritized. A guiding principle for capital acquisition is to remain as current as possible with state-of-the-art equipment. Realizing that district resources will not be adequate to accomplish this, the college has assumed a posture of seeking donated equipment from business, industry and government and utilizing state vocational grant funds before requesting district allocations.

H. Community Education was recently reorganized so that its scope of operations includes a training and economic development center. This center mobilizes campus resources to more effectively serve the variety of short-term training needs which exist in business, industry and other places of employment in these two counties. The Center also coordinates the use of JTPA (Job Training Partnership Act) monies for college-initiated training programs . The TED Center should continue its efforts to promote economic vitality of the district by providing short-term training opportunities. An assessment should be conducted at the end of the 1983-84 year to determine its effectiveness.

I. In response to the high unemployment in the district, the college offered a Moving Ahead Workshop and initiated other services to meet the special needs of the unemployed. Because the district is likely to experience continuing, economic recession, the college should work with other community agencies to meet the special needs of the unemployed and the under-employed.

J. A variety of evaluation techniques have been utilized by LBCC to evaluate its programs and services. The self audit of education offerings should be a continuing process to assure high quality programs and prepare for an uncertain economic future.

K. LBCC has made a number of efforts to articulate its programs with those of the university and those of the K-12 system. LBCC should continue these efforts and pursue cooperative arrangements with district organizations which would achieve the creative sharing of resources.

L. In response to declining resources from funds generated by student fees, LBCC dropped golf, tennis, softball, wrestling, and withdrew from national competition in athletics. LBCC should make every effort to maintain its remaining athletic and student activities programs to provide competitive and leadership opportunities for students and a focal point for college and community interest.

M. Rapidly-changing technologies and a world in transition will challenge college staff to remain current in their areas of specialization. A college plan for providing opportunities to maintain professional vitality should be developed.

N. The increasing interconnectedness of the world's economies and the global-village characteristic of the information age will challenge the American educational system to adopt a world vision. The college has maintained its membership in the Pacific Northwest International/Intercultural Education Consortium. LBCC should continue to internationalize its curriculum and programs and broaden the range of opportunities for understanding of its staff and students.

O. This past year, considerable effort has been directed at improving the evaluation system for managers, faculty and staff. The evaluation system should hold managers, faculty, and staff accountable for high performance standards and provide opportunities for growth and development.

P. Citizen advisory committees are required by law for all vocational and technical programs. Advisory committees will continue to be a critically important bridge between program direction and job market realities, and emphasis should be directed at continuing to make these committees as active and involved as possible.

Q. LBCC should continue to offer its career decision-making program for students and community members.

R. The nation's need to have an active and informed citizenry which is able to find solutions to complex problems implies that the college continue to serve as a forum for the balanced exploration of societal issues.

S. The need to provide the opportunity for district residents to exprience the performing and fine arts implies that the college continue to serve as the vehicle for community-based music, drama and fine arts programs.

SUMMARY OF PROGRAMS

Title	Description	Declining	Stable	Moderate Growth
Accounting Technology	Training for careers in accounting		x	
Administrative Secretary	Training in alpha and gregg shorthand and word processing			x
Advertising and Promotion	Two-year transfer program		x	
Agriculture	Training for courses in agriculture and related areas		x	
Animal Technology	Develop knowledge and skills in farming and livestock production			x
Apprenticeship	In cooperation with state training requirements	x		
Auto Body Repair	Develop knowledge and skills necessary in vehicle collision repair and refinishing	x		
Automotive Technology	Training in auto mechanical work		x	
Banking & Finance	Designed for those seeking employment or already employed in a financial institution		x	
Business Administration	Prepares students for transfer to a four-year institution			x
Business Management	Training for mid-management positions		x	
Cabinetmaking	Training in layout, building, finishing and installing of residential cabinets		x	
Civil Engineering	Technical-level training in drafting, surveying and computer programming skills		x	
Community Education	Provides a credit and non-credit special interest course offerings throughout the college district		x	
Construction	Provides basic hands-on training	x		
Cooperative Work Experience	Provides on-the-job work experience for credit			x
Criminal Justice	Training for entry into a variety of public service careers in the criminal justice field. Also offer a two-year transfer curriculum		x	
Culinary Arts and Restaurant Management	Training for a variety of positions in the food service industry. Includes chef training and restaurant management.		x	
Data Processing	Trains application programmers			x
Dental Assistant	Training to meet certification as a dental assistant		x	
Developmental Education	Mathematics, Reading, Writing, ABE/GED/ESL		x	
Drafting Technology	Develops skills and knowledge in drafting occupations	x		

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